

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Woodstock School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	756
Per Pupil Expenditures	\$19,818
Total Expenditures	\$23,028,220

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	380	50.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	48	6.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	40	5.3	4.8
White	663	87.7	45.1
English Learners/Multilingual Learners	10	1.3	11.3
Eligible for Free or Reduced-Price Meals	186	24.6	44.8
Students with Disabilities	124	16.4	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	45	12.6	*	*
Male	42	12.0	*	*
Non-Binary	0	*	0	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	77	12.3	15	2.2
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	41	20.9	7	3.3
Students with Disabilities	18	16.4	9	6.3
All Students - District	87	12.3	18	2.3
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 15
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	52.0
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	8.0
Special Education Paraprofessionals	34.0
District Central Office Administrators	4.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	39.6

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	74	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	10.8	6.8
Teachers	7	11.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	14	63.6
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	36	46.2
Other Health Impairment	11	47.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	71	48.3
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	22	2.0	2.9
Emotional Disability	9	0.8	1.1
Intellectual Disability	*	*	0.6
Learning Disability	78	7.2	6.5
Other Health Impairment	23	2.1	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	1.1	2.0
All Disabilities	153	14.1	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$17,092,038	\$14,709	\$13,471
Support services - students	\$969,448	\$1,259	\$1,826
Support services - instruction	\$79,164	\$103	\$972
Support services - general administration	\$357,536	\$464	\$568
Support services - school based administration	\$972,603	\$1,263	\$1,274
Central and other support services	\$527,781	\$685	\$761
Operation and maintenance of plant	\$1,366,962	\$1,775	\$2,125
Student transportation services	\$1,657,078	\$1,393	\$1,695
Food services	.	.	\$10
Enterprise operations	\$5,611	\$7	\$219
Total	\$23,028,220	\$19,818	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$803,330	13.7	26.4
Instructional Aide Salaries	\$1,001,858	17.0	10.1
Other Salaries	\$418,055	7.1	10.5
Employee Benefits	\$611,592	10.4	13.3
Purchased Services Other Than Transportation	\$209,308	3.6	6.8
Special Education Tuition	\$2,381,765	40.5	22.8
Supplies	\$13,481	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$441,620	7.5	8.7
Equipment	\$3,934	0.1	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$5,885,194	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	74.0
State	22.8
Federal	2.9
Tuition & Other	0.3

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	30	61.7	30	49.2	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	32	66.8	32	61.5	15	*
White	440	69.3	439	62.7	151	67.9
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	499	68.9	498	62.0	*	*
Eligible for Free or Reduced-Price Meals	126	64.3	125	58.7	48	62.3
Not Eligible for Free or Reduced-Price Meals	380	70.0	380	62.8	129	68.3
Students with Disabilities	78	48.7	78	38.8	24	46.3
Students without Disabilities	428	72.2	427	66.0	153	69.9
High Needs	182	60.1	181	52.7	61	59.3
Non-High Needs	324	73.4	324	66.8	116	70.6
All Students - District	506	68.6	505	61.8	177	66.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	98.8	93.9	84.2	N/A	240	92.5
Curl Up	96.3	96.3	94.7	N/A	238	95.8
Push Up	87.5	82.9	77.6	N/A	238	82.8
Mile Run/PACER	100.0	77.5	50.7	N/A	234	76.5
All Tests - District	86.1	71.3	42.7	N/A	234	67.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.6	75	45.7	50	91.5	64.7
ELA Performance Index	High Needs Students	60.1	75	40.1	50	80.1	54.9
Math Performance Index	All Students	61.8	75	41.2	50	82.3	61.1
Math Performance Index	High Needs Students	52.7	75	35.2	50	70.3	50.6
Science Performance Index	All Students	66.7	75	44.5	50	88.9	62.6
Science Performance Index	High Needs Students	59.3	75	39.5	50	79.1	52.1
ELA Academic Growth	All Students	52.2%	100%	52.2	100	52.2	60.6%
ELA Academic Growth	High Needs Students	51.8%	100%	51.8	100	51.8	55.7%
Math Academic Growth	All Students	60.7%	100%	60.7	100	60.7	62.3%
Math Academic Growth	High Needs Students	58.6%	100%	58.6	100	58.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	12.3%	<=5%	35.4	50	70.8	17.2%
Chronic Absenteeism	High Needs Students	18.7%	<=5%	22.7	50	45.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	95.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	67.1%	75%	44.7	50	89.5	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				622.2	900	69.1	

Physical Fitness Estimated Participation Rate - District: 94.4% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.4	60.1	13.3	16.9	N
Math Performance Index Gap	66.8	52.7	14.1	18.4	N
Science Performance Index Gap	70.6	59.3	11.3	18.2	N
Graduation Rate Gap	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.3
ELA	High Needs Students	95.3
Math	All Students	97.1
Math	High Needs Students	94.8
Science	All Students	98.3
Science	High Needs Students	96.8

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Woodstock School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Woodstock Public Schools has made significant improvements in communication with families. The school utilizes various methods, including a dedicated website, text messages, an online portal for students and parents to view grades, emails, and parent communication forms such as Positive Office Referrals. These tools have all enhanced the connection between home and school. Newsletters and other important information are regularly emailed to parents, and resources are available for families when they contact or visit the school. Additionally, school improvement plans are accessible to families on the website and within the minutes of Board of Education meetings.

Throughout the school year, Woodstock Public Schools actively involves families beginning with a phone call from each student's teacher. Parents are invited to participate in Open House events, Parent Conferences, Awards Celebrations, and Parent Book Talks. They can also engage as members of the School Safety and Wellness Committees and share their talents through various volunteer opportunities. Furthermore, WPS invites parental input through multiple surveys and community forums focused on district improvement planning and programming.

The district is fortunate to have several supporting organizations, including The Parent Teacher Organization, The Woodstock Education Foundation, and the Judy Nilan Foundation. These organizations work to enhance the educational programming offered to students in Woodstock Public Schools.

When a student is absent and the family has not informed the school, the district proactively contacts the family. If there are attendance issues, district administrators and school counselors collaborate with students and families to encourage improved attendance. Attendance letters are sent out when concerns regarding truancy arise.

Students receiving special education services are provided with resources to help them understand the process. Staff members have undergone professional development to better support students with disabilities, and paraprofessionals also receive training to enhance their understanding of working with special needs students.

Woodstock Public Schools has established a district improvement plan with goals aimed at increasing student engagement in grade-level content through equitable learning opportunities for all students, leading to improved academic achievement across all subjects. Each school in the district aligns its improvement plan with the district goals. This alignment is achieved collaboratively among elementary and middle school building principals, teachers, and members of the Board of Education's Academic Subcommittee. Each school demonstrates a commitment to enhancing instructional practices, as evidenced by the various assessments utilized within the district. Teachers develop goals based on these school improvement plans to drive academic achievement in all content areas.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Woodstock Public Schools is committed to introducing students to a wide variety of cultures through classroom instruction and special programs such as TRIBES, Second Step, Hear, and Pride. While racial and ethnic diversity is somewhat limited in Woodstock, we strive to educate our students about different cultures through diverse texts in our language arts curriculum and studies of cultures around the world in social studies.

Additionally, each year, Woodstock Elementary School celebrates International Week, during which a specific country is studied in depth. This includes learning about that country's traditions, attire, religion, and food.

Woodstock Middle School also integrates diversity awareness into classes such as music, art, reading, and social studies. Some examples include an activity where students engage in a web conference with peers in the rainforest, pen-pal exchanges with students from other countries, and experiences related to listening to and playing cultural music. Furthermore, Woodstock Middle School has begun to implement the RULER approach, with Woodstock Elementary School set to follow in the upcoming school year. RULER is an evidence-based method for social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. It helps entire school communities by promoting an understanding of the value of emotions, building emotional intelligence skills, and creating and maintaining positive school climates.

Our district regularly partners with local social service agencies to provide programs and resources for families in need. Through these partnerships, we offer "weekend meal bags" for families, as well as school supplies, yearbooks, and assistance with field trip costs. We also provide holiday meals and gifts for families in need in collaboration with various community organizations. Additionally, the district supplies free meals to all students.

Over the past two years, Woodstock Public Schools has significantly improved student access to technology for all learners. All students are now equipped with school-issued iPads and have access to the internet if needed, thanks to ESSER grant funding.

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Equitable Allocation of Resources among District Schools

The equitable allocation of resources is carefully managed during the budgeting process, which takes place between January and June each year. Each of our two building principals collaborates with their staff and stakeholders to develop individual school budgets. These school improvement plans guide the budgeting process.

Once the individual budgets are created, they are combined into the district budget. This combined budget is then reviewed by the Board of Education (BOE) Finance Subcommittee, presented to the BOE, and discussed at a yearly Community Budget Forum.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	2	28.6	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	14.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	3	42.9	23.7
Teach/Admin in Other CT Dist	1	14.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.